

### ***General procedure to teach a CCBE course***

The following is a step-by-step guideline of the process a teacher should follow when assigned a course in the CCBE program.

<b>General procedure to teach a CCBE course</b>	
1. Go to your course program	10. Decide which Categories of Actions you will concentrate on for each situation
2. Consult the End-of-Course Outcomes	11. Decide which Operational Competencies you would like to concentrate on for each situation
3. Look at the Evaluation Criteria and DED	12. Decide which Essential Knowledge you would like to concentrate on for each situation
4. Look at the Duration assigned for the Course (100 hours, etc.)	13. Ensure that all the Prescribed Elements of the course have been covered throughout the course
5. Look at the Class of Situations	14. Decide on a couple of evaluation situations to support learning. Remember the feedback provided should not only be linguistic and corrective
6. Look at the “Examples of Real-Life Situations”	15. Decide on moments to include learning strategies and metacognition activities
7. Conduct a needs analysis survey on your first day of class. (See sample)	16. Take a look at the existing prototype of the end-of-course evaluation
8. Research on an existing Real-Life Situation (e.g., by logging on to Alexandria, talking to colleagues, browsing the web, etc.) or develop your own using the available resources	17. Decide what changes, if any, the prototype needs to include
9. Decide on 5 or 6 situations (the number of situations may vary depending on time allotted to the course) which best reflect the needs of your learners	18. Design a rubrics grid to provide feedback and help learners understand their strengths and weaknesses

**Table 21: Procedure to teach a CCBE course**